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This pamphlet provides information for those who may be interested in working in the junior college field and those in the colleges who are looking for staff for their campuses. Opportunities are plentiful in either the large public colleges, with their diverse student bodies and curricula, or in the smaller independent institutions. Those interested in administration will have a chance to work on new programs, new facilities, and growing community services, and to develop their own imaginative leadership. They will find ample opportunity for movement within the field, for advancement, and for growth in responsibility and position. Matching attractions exist for the faculty positions in the colleges, which both respond to new and immediate community needs and plan energetically for the future. The paper describes typical administrative positions, shows a table of representative salaries (1965-66), and discusses recruitment and selection of such personnel. It next outlines the qualifications for teaching positions, shows a table of median salaries, lists and describes professional agencies and associations, gives the various state requirements for instruciors, and provides sources of assistance and information. (HH)

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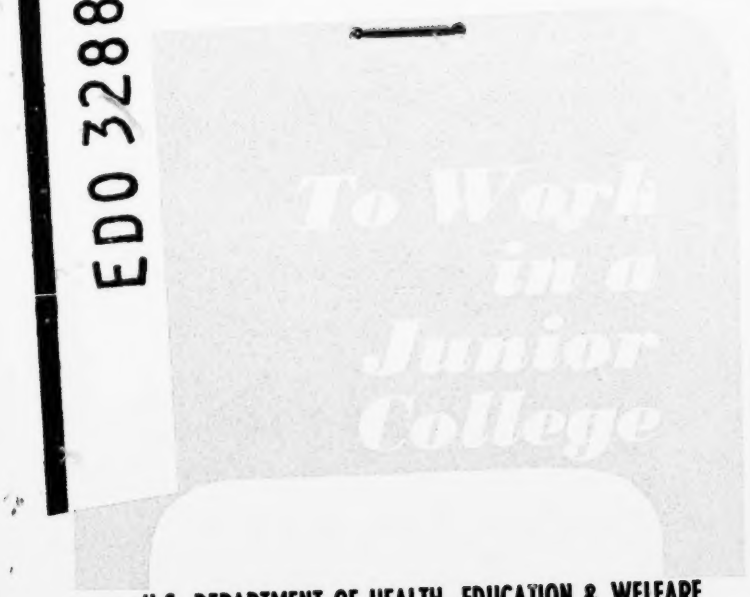

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America's junior colleges are looking for men and women who want to work, who want stimulating administrative or teaching positions, who have a feeling for, and an interest in, these lively institutions. There is evidence, too, that there are many individuals, well-qualified either by experience or by education and training, who would like to enter the junior college field. Moreover, there are many persons who seek opportunity for training and education that will prepare them for positions of responsibility in the two-year colleges.

With the establishment of some fifty new two-year institutions each year, many of them in big cities, and the expansion of programs and facilities in well-established colleges, the recruitment of personnel has become a major task for those responsible for the management of the colleges. The well-qualified teacher or administrator today often has an opportunity to help found a college, to be in on the making of the new institution.

Working in the typical community junior college may not be like working in a four-year college or university. Most of the community colleges are nonresidential, the stu-

dents commute to the campuses. The student populations are diverse in terms of abilities, aspirations, and interests. The colleges offer a broad array of two-year career programs in technical and semi-professional fields as well as liberal arts and general education.

In addition to the comprehensive community colleges there are many other two-year institutions, independent and church-related colleges, that provide their own special environments. Usually smaller than their public counterparts, they look upon their objective as providing individualized instruction and counseling to the student in a residential situation.

Whether it's to help establish a new college, or bring new ideas to an older institution, there are many opportunities and rewards in the rapidly developing junior college field. *To Work in a Junior College* is an effort to bring together those who may be interested in positions in this growing field and those who are trying to find men and women to fill responsible jobs.

What's the Future in It?

The future for the able and resourceful teacher or administrator in the junior college is as bright as the two-year college itself. For the junior college has a future—as well as a past and present. It is caught up in an explosion that is resulting in the unprecedented expansion of opportunities for college education.

For the administrator, positions in the junior college offer a chance to be in on the ground floor in developing new programs, new physical plants, in working with community leaders as they plan for social and technological change. It has been said that community colleges can become catalysts for change, that they can be inventive, they can experiment with new concepts of education. The imaginative administrator can take leadership in this important and vital process.

In addition to the indirect rewards of taking part in the leadership in the field, administrators in junior colleges—presidents, deans, business officers, registrars, and directors of guidance—can command rewarding salaries and other benefits.

There is also ample opportunity for movement within the field, for advancement within institutions, and for growth in responsibility and position.

What is true for the administrator is also applicable to the faculty of junior colleges. The teacher in the junior college will find generally the equipment and the facilities with which to carry on the job more effectively, the new teaching devices and tools that make it possible to take best advantage of time and energy available for the job. Most new junior college plants, and many established institutions, are being equipped and planned with an eye to the future as well as to the present.

The ambitious teacher will find ample opportunity for expression outside the classroom—working with student groups, in community affairs, and planning cultural and avocational programs for adults as well as young people.

With the increased attention of communities directed toward providing the best possible facilities and experiences for those who can benefit from them, teachers will enjoy higher salaries, increased benefits, and the best working conditions. Salaries and benefits compare favorably in most parts of the country with those in other institutions of higher education.

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Because of the complex and comprehensive nature of the community junior college there are many important positions that come under the heading of administration. In addition to the standard offices that must be filled, new types of positions are being created.

Predictions of need for presidents, deans, and business officers give some clue to the opportunities that are available and will continue to open in the future. It is forecast in one important national study that 1,403 new presidents will have to be employed by the nation's junior colleges, both public and private, from 1965-66 through 1979-80. The same study showed that slightly more than 1,507 new academic deans will be needed during the same period, as well as an additional 956 chief student personnel administrators and 1,041 chief business officers.

Salaries are moving steadily upward, in some places sharply upward, for well-qualified administrators. Organizers of community junior colleges have demonstrated an awareness that, in order to start their institutions on a sound basis, they require trained and experienced personnel. They recognize the need to be competitive in the academic marketplace in order to get such personnel. Thus, the salaries for chief administrators may go as high as $20,000 to $35,000 annually. In 1964 the median salary for public institutions was $15,519 and for private colleges, $13,333.

Among the standard administrative positions maintained by two-year institutions are the following, with median salaries listed for publicly supported institutions and private colleges.

Median Salaries for Administrators *

	Public Junior Colleges	*Private Junior Colleges*
Chief administrative officer	$15,519	$13,333
Dean of instruction	12,943	
Dean or director of vocational education	11,850	
Dean or director of evening school or division	12,792	
Dean or director of adult education	9,875	
Dean of students	11,431	8,375
Dean of men	10,350	8,000
Dean of women	9,750	6,812
Director of admissions	10,950	8,208
Director of research or testing service	11,125	
Director of guidance	9,841	7,850
Registrar	9,438	6,917
Business manager	10,292	8,500
Librarian	8,788	6,536
Director of public relations	8,950	7,875
Director of athletics	9,458	7,875
Associate (or assistant) dean or director	12,667	7,062

*Higher Education Series, Research Report 1966-R2, *Salaries in Higher Education, 1965-66*, National Education Association, 1201 Sixteenth St., N.W., Washington, D. C. 20036.

Most new institutions, particularly large urban colleges, will find it necessary to establish these positions as well as others. Colleges undergoing expansion or attrition through retirement and resignations have similar openings.

How Do I Find a President, a Business Manager, a Dean . . . Or Where Can I Find Such a Position?

How do the college trustees of a new institution find the people to fill the administrative positions that must be staffed before an institution can begin functioning effectively? Where does an established college turn to find the personnel to fill administrative vacancies? Where and how does the qualified person find an administrative position?

The process of recruitment and selection can be a frustrating one, particularly when an institution is only a few months away from opening a brand-new college to hundreds, even thousands of students. It is also difficult for the potential administrator to find out where the jobs are. There is no national placement agency, either commercial or noncommercial, devoted exclusively to the needs of junior colleges, though there are many reputable agencies serving all of education.

But there are channels for exchange of information and for assistance that have proved effective for many institutions and for many individuals. Among the most important are these:

Junior College Leadership Centers: Ten major universities maintain graduate programs for the education and training of men and women to enter junior college

administration. These centers can often provide recommendations and leads (see listing of centers and their directors under "Sources of Information and Assistance") and are open to men and women who may wish to prepare themselves for administrative work.

Placement agencies: While the American Association of Junior Colleges does not recommend any single commercial placement agency, it recognizes that there are many excellent agencies engaged in placement and encourages those interested to make use of them.

Military: Many institutions have found well-qualified administrators among the ranks of military personnel who have retired at an early age. While there is no clearinghouse for information on the availability of such personnel, there are channels, such as advertising and contacts with personnel directors of military installations, which can be utilized. The U.S. Employment Service has responsibility for placement of retired military personnel.

Business and industry: Personnel in business and industry desiring to move into education may find opportunities in junior colleges and this is a fertile ground for recruitment by two-year colleges. Contacts can be made through professional journals and magazines or through professional placement agencies.

Directory: For those seeking positions in established institutions in certain states or sections of the country, the annual *Junior College Directory* published by the American Association of Junior Colleges may be a useful tool. The *Directory* contains names and addresses of colleges, enrollment and staff data, indicates the types

of institutions, public or private, and other valuable information.

Other universities: In addition to the ten universities operating Junior College Leadership Centers, a number of other colleges and universities now are engaged in graduate programs for both administrators and teachers. Most universities in states where there is considerable junior college development can be of assistance.

University placement offices: Most universities maintain placement offices through which students and graduates may seek assistance in finding positions. These placement centers will welcome queries from trustees of junior colleges seeking personnel.

State agencies: Many states maintain state-level agencies concerned with junior college development, either as divisions of state departments of education or as separate agencies. Staff of these offices can be of assistance in advising on possible candidates or in circulating information about openings. (See listing.)

Professional associations: Many of the national professional associations, such as the American College Public Relations Association and the American College Personnel and Guidance Association, provide placement assistance for personnel in their fields. (See listing.)

Education magazines and professional journals: Most of the general education magazines, both commercial and noncommercial, maintain classified advertising sections for exchange of information about openings and/or those seeking positions. The *Junior College Journal,* magazine of the American Association of Junior Colleges, has such a service.

There have been various estimates of needs for teachers in junior colleges during the next ten to fifteen years, but certainly the numbers can be estimated in the tens of thousands. While the greatest demand is undoubtedly for personnel who are prepared for teaching in liberal arts and general education, there is a growing need for men and women to teach technical and semiprofessional courses where years of job experience may count as part of educational training.

The proven high school teacher or the experienced university professor may be welcome in the junior college. Those institutions seeking teachers want men and women who understand and appreciate the aims and objectives of the junior college. Obviously, persons seeking employment in this field should be aware of this concern.

Salaries in junior colleges are competitive, as has been indicated. Both the colleges seeking teachers and persons seeking employment should be aware of this consideration. Salaries in public junior colleges go as high as $12,000 to $15,000. The median for public colleges in 1964 was $7,578 for a nine-month period and in private colleges, $6,822. Many colleges provide

excellent benefits as well. The prospective teacher must have a clear idea of what and where he wants to teach. The institution ought to be prepared to pay for the kind of faculty that will add quality instruction to the institution.

Median Salaries for Teachers
By Regions and Types of Institutions
For Nine-Month Periods*

	Public Junior Colleges	*Private Junior Colleges*
New England	$7,578	$6,822
Mideast	8,005	6,919
Southeast	6,815	5,929
Great Lakes	8,151	6,683
Plains	7,232	6,172
Southwest	7,228	5,775
Rocky Mountain	7,044	
Far West	9,879	5,950
Total	8,361	6,407

The prospective faculty member should be aware that there are commonly observed qualifications for teachers in junior colleges and some states maintain certain requirements for teaching in public junior colleges. A minimum of a master's degree is generally required for academic subjects: job experience may be substituted for educational status in some technical fields.

There are, of course, some basic criteria for faculty that the job seeker, as well as the institution, should be concerned about. Among these are:

Mastery of a subject matter field: Each instructor should have practical experience as well as theoretical preparation in his

*Higher Education Series, Research Report 1966-R2, *Salaries in Higher Education, 1965-66*, National Education Association, 1201 Sixteenth St., N.W., Washington, D. C. 20036.

chosen field. A thorough knowledge of the field is a necessity. Coupled with this knowledge is the desire to grow with and adjust to changes in the teaching field. Instructors ought to expect to continue their education during their careers.

Ability to communicate: The instructor must know how to present the material he is teaching. He must be able to communicate ideas with clarity, directness, forcefulness, and appeal. A high level of skill in the art of communication is necessary.

Interest in the student: The junior college instructor must understand and have a sincere appreciation for the growth and development of his students as individuals. He must inspire each of his students to learn by creating an atmosphere conducive to learning.

Understanding of the institution: Each instructor should understand, appreciate, and support the role of the institution.

All junior colleges that are accredited or seeking accreditation by regional accrediting agencies follow the standards set by such agencies.

Sources of assistance and information for those seeking employment or for colleges looking for faculty may include many of those that also apply to the field of administration. Some of the important sources are described as follows:

Professional associations: Most professional associations in subject matter fields maintain some kind of placement service; many offer placement help through advertising in their journals and magazines or through annual conventions.

University placement offices: As is the case for administrative recruitment and

placement, assistance in teacher recruitment and placement can be obtained through placement offices of universities. The teacher should turn first, of course, to his university or to universities in states where there are numbers of junior colleges.

The Association for School, College and University Staffing: (see sources of assistance) maintains a directory of membership that lists colleges and universities offering placement services.

Teacher agencies: There are many reputable teacher placement agencies. The National Association of Teachers Agencies distributes a list, free of charge, of its members.

Junior College Leadership Centers: While the centers, located at ten major universities in various sections of the country, aim primarily at preparing administrators they also provide opportunities for those wishing to enter junior college teaching. The centers can also provide some information on placement and will be able to give leads on persons who will be graduating or have graduated.

State offices of junior college education: The state offices generally do not maintain formal placement services but they can be of assistance in regard to vacancies in public junior colleges.

Military: Retired military personnel interested in teaching may want to canvas junior college opportunities—and colleges seeking instructors may find well-qualified personnel in this category. Jobs and potential employes can be brought together through the various means listed here.

Business and industry: Business and industry provide another source of faculty,

particularly in technical and semiprofessional fields. Some persons from business and industry may want to teach in evening programs.

Education magazines and professional journals: These publications provide avenues for placement and recruitment information.

Junior College Directory: The annual *Directory* published by the American Association of Junior Colleges provides valuable information that will assist persons seeking faculty positions in determining where they may wish to seek employment.

New colleges: Those seeking employment may find it useful to contact newly established colleges. These colleges, anxious to staff for the job ahead, will welcome queries.

Advertisements placed in local newspapers where new colleges are opening may also prove useful, both to the recruiting institution and those being recruited.

Alabama: The qualifications for teaching in Alabama junior colleges follows, in general, the standards of the Southern Regional Association. The main criterion for teaching personnel in public junior colleges is a master's degree in the subject to be taught. Contact the director of teacher education and certification, State Department of Education, Montgomery, Alabama 36104.

Alaska: Six community colleges are connected with the University of Alaska and teachers of academic courses in the junior colleges will be hired on the same basis as any other teacher within the university system. Vocational and technical instructors must have a state vocational certificate to teach courses for which part of the support is from state vocational funds. Contact the dean, Division of Statewide Services, University of Alaska, College, Alaska 99735.

Arkansas: Arkansas does not set qualifications or standards for junior college in-

structors but may give some directions. Contact the assistant commissioner for instructional services, State Department of Education, State Education Building, Little Rock, Arkansas 72201.

Arizona: Two certificates are issued under the statewide standards for junior college instructors: Junior College Academic Certificate, and the Junior College Occupational Certificate. Note: These qualifications and requirements are subject to change.

The minimum requirement for a Junior College Academic Teaching Certificate is five years or the equivalent of college or university education in institutions approved by a regional accrediting association, a teaching major of forty semester hours, and possession of a master's degree, doctor's degree, or a total of sixty semester hours' credit beyond the baccalaureate.

Professional education requirements include (1) a course in "the junior college as an educational institution" or two years of junior college teaching experience; (2) a course in educational psychology, philosophy, or sociology; and (3) four to six semesters' credit in a directed teaching program, or evidence of two years of high school or college or college level teaching.

A certificate may be granted to an applicant who passes the minimum degree requirements and lacks no more than two of the professional educational requirements. Any deficiencies in the professional educational requirements will be noted on the certificate and the applicant will have two years to erase these deficiencies.

A Junior College Academic Certificate is issued for a five-year period and is renewable.

The Junior College Occupational Certificate may be issued to (1) a teacher or administrator who is regularly employed in any college belonging to an approved accrediting association; (2) a person who holds any regular state certificate or license in the field to be taught (i.e., nursing, accounting, real estate); or (3) a person who is outstanding in his field. He must be a college graduate or have at least five years' successful experience in the field to be taught. Two letters of recommendation must accompany the application for certification: one from another reputable worker in the same field and one from the chief administrative head of the institution for which he plans to instruct.

This certificate, valid for one year only, limits the applicant to teach in the field of his recognized skill. The certificate may be renewed upon recommendation of the employing administrator and district governing head.

For further information contact the Arizona State Board of Directors for Junior Colleges, State Office Building East, Room 201, 1624 West Adams, Phoenix, Arizona 85007.

California: The state issues a standard teaching credential with a specialization in junior college teaching. An applicant must have not less than a master's degree from an approved university or college and the degree should be in the subject area to be taught.

Other requirements include (1) forty-five semester hours of study in the following subjects: humanities, social science, natural science, mathematics, fine arts, a foreign language; (2) completion of a post-gradu-

ate junior college teaching internship program in an approved institution or three years of successful full-time instruction; or one of the following: forty-five hours of actual or supervised teaching in a junior college or two years in a college or university, or one-half year of successful full-time teaching experience in grades 13 or 14 in public schools or in private schools of equivalent status; or (3) three semester hours or work in either the psychological foundations of education (including learning theory, growth and development, and evaluation of learning) or curriculum and instructional procedures and materials used in teaching in junior college.

Other certificates are issued if the requirements are partially fulfilled. The applicant must have a master's degree and submit a written statement that he intends to complete all of the requirements for the credential. This credential is valid for two years only and may be renewed.

Certificates are also issued to (1) an applicant with a bachelor's degree who is enrolled in an approved teaching internship program, and (2) applicants who plan to teach classes organized primarily for adults.

The state is in the process of revising junior college certification policies. For further information contact the Bureau of Junior College Education, State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Colorado: The state of Colorado does not have certification requirements for junior college teachers. Two of the junior colleges queried stated that candidates for instructional positions in a transfer program who possess a master's degree in the subject

matter field and have had three years of teaching experience are given preference. Occasionally, applicants who do not fulfill the above requirements are appointed. Job experience may be substituted for teaching experience or an advanced degree but all appointees are strongly urged to fulfill academic requirements.

In a vocational or technical program the applicant must meet the certification standards of the State Board of Vocational Education. Here again, exceptions may be made.

Contact the director, Education Beyond the High School, State Department of Education, Denver 2, Colorado.

Connecticut: Connecticut has no certification requirements for junior college teachers. A State Board of Education regulation states that new colleges, established since 1947, must, *as a rule*, require a master's degree with a major in the subjects to be taught.

A college (depending upon its policies) may hire an instructor with a minimum of a bachelor's degree, two to three years' teaching or industrial experience, and a minimum of two courses in professional preparation for teaching for a vocational or technical program.

Contact the Bureau of Higher and Adult Education, State Department of Education, Box 2219, Hartford, Connecticut 06115.

Delaware: Delaware has only two junior colleges, though others are being planned. Wesley College, for example, requires a master of arts degree or its equivalent, and thorough background and academic training in the field or discipline to be taught. In addition, emphasis is placed on the char-

acter and personality of the instructor, his church relationship, and his ability to counsel and work with students.

District of Columbia: The junior colleges of the District of Columbia requires a master's degree in the teaching area in the academic program or the minimum of a bachelor's degree plus experience in the applied arts program. Since the colleges are private, contact must be made with the individual institutions.

Florida: The state of Florida issues ten types of junior college certificates:

(1) Junior College; (2) Junior College-Academic; (3) Junior College-Technical; (4) Junior College-Vocational; (5) Junior College-Adult Education; (6) Junior College-Nursing; (7) Junior College-Dental Hygiene; (8) Junior College-Forestry; (9) Junior College-Special Occupational; and (10) Junior College-Part-time.

For the Junior College Certificate an applicant must hold a doctor's degree from an approved institution. For a Junior College Academic Certificate an applicant must hold a master's degree or its equivalent and must show evidence of having completed an internship in teaching of at least six semester hours of credit or evidence of having completed two years of teaching.

Georgia: The minimum educational requirement for a teacher in the Georgia public junior colleges is a master's degree in an appropriate field. An exception to this policy is permitted for temporary emergency appointments. No certificate is issued. Minimum educational requirements for a junior college instructor are the same as for senior colleges and universities. Contact the director of junior college operations,

University System of Georgia, 244 Washington Street, S. W., Atlanta, Georgia.

Hawaii: General requirements for junior college instructors have not yet been formulated. Contact the vice-president for community colleges, University of Hawaii, Honolulu, Hawaii.

Idaho: The standards for junior college instructors in Idaho are determined by the Northwestern Association of Secondary and Higher Schools. Occasionally instructors are hired with a bachelor's degree, with the stipulation that a master's degree will be earned within a reasonable period of time.

Contact the director of statistics, Department of Education, Statehouse, Boise, Idaho.

Illinois: The state of Illinois issues a standard junior college certificate, a junior college certificate for grades 13 and 14 only, a standard special certificate, and a general certificate.

Requirements for the standard junior college certificate are a master's degree from a recognized institution of higher learning, twenty semester hours of professional education including five semester hours of practice teaching in grades 9-14, a major in each subject field named in the certificate, thirty-six semester hours in major field of specialization (including twelve semester hours of graduate study), and evidence of having earned forty-two semester hours of general education credits while in college. This certificate is valid for four years.

The junior college certificate for grades 13 and 14 only is issued to candidates who have earned a master's degree with a major in each teaching field named in the certificate.

A standard special certificate may be issued to graduates with a bachelor's degree from a recognized college who have earned forty-two semester hours of general education, sixteen semester hours of professional education (including five semester hours of student teaching in the area of specialization), and thirty-two semester hours in the area of specialization. This certificate is valid for four years and may be used in grades kindergarten through 14.

The general certificate is issued to part-time teachers of junior college and adult education subjects. It is issued upon the request of the local college governing body. Six other certificates—all grade supervisory, administrative, substitute, provisional vocational, provisional, provisional foreign language—allow teaching in junior colleges, but with stipulations.

These requirements are in the process of being revised. Many colleges require three to five years' work experience if technical, occupational, or vocational subjects are to be taught. This, at times, is in lieu of a master's degree. Write to the secretary, State Teacher Certification Board, 105 State Office Building, Springfield, Illinois.

Indiana: Indiana has no statewide qualifications or standards for junior college instructors. In the academic area, the Indiana junior colleges require a master's degree in the teaching field. In the vocational-technical field, heavy emphasis is placed upon practical experience. A master's degree is recommended though applicants have been hired who have not as yet earned one. Contact the superintendent of public instruction, Department of Public Instruction, Indianapolis, Indiana 46206.

Iowa: Junior college instructors must hold certificates, issued by the Board of Public Instruction, which are valid for teaching in junior colleges. If instructors have not had collegiate preparation in junior college philosophy and teaching methods, and counseling and guidance at the college level, the instructor must secure such preparation from an approved in-service program.

Each instructor in a program leading to a bachelor of arts degree must have a master's degree from a recognized graduate school with a graduate major in his principal field of instruction. Fifteen semester hours of graduate credit is needed to teach in any other field.

Appropriate preparation for instructors in nonacademic courses is determined by the official in the Department of Public Instruction who supervises junior colleges. Many technological and business courses require from three to five years' work experience if a candidate has just earned a bachelor's degree. Contact the director, Division of Junior Colleges, State Department of Education, Des Moines, Iowa 50319.

Kansas: The standards for certification of junior college instructors in the state of Kansas are based on three major criteria: Broad background of knowledge (general education), a depth of knowledge in the subject field that he prepares to teach, and evidence of professional preparation as a teacher. Three certificates are issued.

Requirements for the Junior College Three-Year Certificate are (1) a master's degree, (2) fifty semester hours of general education, and (3) eight semester hours of professional education. This certificate is renewable.

The Junior College One-Year Certificate may be issued to the applicant who has a bachelor's degree, fifty semester hours of general education, and eight semester hours of professional education. This certificate is renewable with stipulations.

A Junior College One-Year Limited Certificate may be issued to an applicant recommended by the college and approved by the State Department of Public Instruction. It is valid for teaching only the subject named in the certificate. The applicant must hold no less than a bachelor's degree and must instruct no more than eight semester hours during a semester. This certificate is renewable.

Any teacher who holds a secondary school certificate and ten semester hours of graduate credit in the area of specialization is eligible for a Junior College One-Year Certificate.

Holders of a Trade and Industrial Certificate for the State of Kansas may teach vocational-technical subjects in a junior college. Contact the director, Division of Accreditation and Teacher Certification, Kansas State Department of Public Instruction, Topeka, Kansas.

Kentucky: Junior colleges in Kentucky generally seeks applicants who have earned no less than a master's degree or its equivalent with a graduate major in the teaching field. Emphasis is placed upon personal and professional competence. Contact the dean of the community college system, University of Kentucky, 305 Euclid Avenue, Lexington, Kentucky.

Louisiana: The state of Louisiana does not have certification requirements for junior college instructors. Contact the

supervisor of teacher education, Division of Curriculum and Instruction, Department of Education, Baton Rouge, Louisiana.

Maine: The state of Maine has no specific requirements for junior college teachers. Contact the information officer, Department of Education, Augusta, Maine 04330.

Maryland: There are no certification requirements for community college teachers in the state of Maryland. Many junior colleges requires a master's degree or its equivalent. Contact the assistant director in certification and accreditation, Maryland State Department of Education, State Office Building, 301 West Preston Street, Baltimore, Maryland 21201.

Massachusetts: There are no state certification requirements for junior college instructors in Massachusetts but a master's degree in the teaching specialty is usually necessary. For those candidates who have a master's degree in education graduate work in the teaching field is expected, plus additional professional courses. In the occupational programs experience may be evaluated as the necessary qualification for instructing in a specialized field. Contact the president, Board of Regional Community Colleges, The Commonwealth of Massachusetts, 74 State House, Boston, Massachusetts 02133.

Michigan: The State of Michigan has no certification requirements. Requirements for teaching vary among the institutions. Most junior colleges require, in the liberal arts field, a master's degree in the subject matter to be taught. In one institution each faculty member must agree to pursue additional programs. In another institution a degree is not necessary but training, experience, and skills in an occupational pro-

gram may be sufficient. Contact the Consultant, Higher Education and Certification, Michigan Department of Public Instruction, Lansing, Michigan.

Minnesota: Minnesota does not require a certificate. As a standard for hiring, however, a master's degree in the field and eighteen quarter-hour credits in the appropriate education courses are highly recommended. Contact the executive director, Minnesota Junior College Board, 565 Wabasha Street, St. Paul, Minnesota 55101.

Mississippi: The state department of education has not indicated any requirements. One junior college queried requires a master's degree for academic subjects and certification by the state department of education for vocational-technical subjects. Requirements to instruct in another two-year institution in Mississippi are determined by the standards of the Southern Regional Association. For further information contact the supervisor of junior colleges, State Department of Education, Jackson, Mississippi.

Missouri: Missouri has no special requirements for certification of junior college teachers. According to state law, however, all instructors teaching in public institutions of Missouri must have a teaching certificate. The junior college instructors receive their certificates through the chief administrative officer of the junior college who requests the certificate from the State Department of Education Certificate Section. The certificate is valid for any junior college in the state.

The state accreditation standards require a master's degree or its equivalent in the subject matter area for teaching in the

college transfer program. Contact the director, Junior College Education, State Department of Education, Jefferson City, Missouri.

Montana: There are no requirements at the state level for junior college instructors. Contact the State Department of Public Instruction, Helena, Montana for more information.

Nebraska: No certificate is required of instructors teaching in junior colleges organized as part of the public school system. Minimum recommendations from the institutions are a master's degree in the respective teaching field in an academic program or a bachelor's degree augmented by occupational experience in a vocational-occupational field. Contact the assistant commissioner, Division of Instructional Services, Department of Education, Lincoln, Nebraska 68509.

New Hampshire: The state has no certification requirements for junior college teachers. Contact the deputy commissioner of education, Department of Education, State House Annex, Concord, New Hampshire.

New Jersey: The State Department of Education is preparing guidelines for the community colleges to use in hiring faculty members. In accordance with these guidelines, instructors in the liberal arts field must have a master's degree. Contact the director, Community and Two-Year College Education, State Department of Education, 175 West State Street, Trenton, New Jersey.

New Mexico: The minimum standards for teachers are at least a master's degree in the teaching field and three years of experience at the college or high school

level. In the trade fields, five years of experience is usually required. Contact the director of Certification, Accreditation, and Teacher Placement, Department of Education, Capitol Building, Santa Fe, New Mexico.

New York: Generally, an individual must have a master's degree in the subject matter to be taught. In the vocational-technical fields a bachelor's degree may be accepted with experience in the occupational field. Contact the executive dean for two-year colleges, State University of New York, 8 Thurlow Terrace, Albany, New York.

North Carolina: In North Carolina, there are no specific certification requirements for junior college teachers. Many of the colleges require at least a master's degree, in the teaching field, from an accredited graduate school.

The salary schedule, as established by the Department of Community Colleges of the State Board of Education, is divided into five salary grades. In Salary Grade I (highest faculty rank) teachers should have preparation substantially beyond the master's degree level in the subject field taught and high level of ability in teaching should be demonstrated. In the vocational fields of this salary rank a professional degree at the bachelor degree level or beyond and at least five years of successful experience in the field are necessary.

In Salary Grade V (lowest faculty rank), an instructor should have at least a high school education and successful work experience that demonstrates competence to teach the subject assigned. Contact the director, Department of Community Colleges, State Board of Education, Raleigh, North Carolina.

North Dakota: In North Dakota, some of the junior colleges require a certificate that qualifies a candidate to teach in secondary schools. This certificate is not necessary in a vocational-occupational or adult education program.

Qualifications for instructors in the liberal arts are a master's degree to teach in the major field, plus (in some cases) two years of teaching experience. Instructors in the occupational programs must have a minimum of a bachelor's degree. In some of the occupational fields, work experience of five years is indicated. Contact the superintendent, Department of Public Instruction, Bismarck, North Dakota.

Ohio: There are no certification requirements for junior college teachers in Ohio. Each institution sets its own standards as to teacher qualifications. Contact the executive officer, Ohio Board of Regents, Room 770, 88 East Broad Street, Columbus, Ohio 43215.

Oklahoma: Oklahoma has no certification requirements for junior college instructors. Many institutions require a master's degree in the subject area taught as the minimum requirement for teachers. Contact the chancellor, State Regents for Higher Education, State Capitol, Oklahoma City.

Oregon: Though the state of Oregon has no certification requirements for community college instructors each candidate must be approved by the State Board of Higher Education. The request for approval must come only from the college president who desires to employ the instructor, not from the instructor himself.

The minimum standard for community college instructors teaching college transfer courses is a master's degree in the field of

principal assignment. Contact the assistant superintendent, Division of Community Colleges and Vocational Education, State Department of Education, Public Service Building, Salem, Oregon 97310.

Pennsylvania: The minimum requirement in most institutions is a master's degree in the subject area to be taught. Contact the director, Bureau of Community Colleges, Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126.

Rhode Island: Instructors in junior colleges are not required to have state certification. Contact chief, Teacher Education and Certification, Department of Education, Roger Williams Building, Hayes Street, Providence, Rhode Island 02908.

South Carolina: There are no state requirements for teaching in junior colleges in South Carolina. Many junior colleges seek a candidate with at least a master's degree in the subject matter area. In the occupational areas the candidate must have at least a bachelor's degree with work experience in the field he wishes to instruct. Contact the director, Division of Teacher Education and Certification, Department of Education, Columbia, South Carolina 29201.

South Dakota: The state of South Dakota does not have any type of certification for junior college instructors. Contact the superintendent of public instruction, State Department of Public Instruction, Pierre, South Dakota 57501.

Tennessee: There are no certification requirements for junior college instructors in Tennessee. For further information contact the provost, Administrative Services, Division of Higher Education, Department of Education, Nashville, Tennessee 37219.

Texas: Texas has no certification requirements for junior college instructors. Most junior colleges require a master's degree in the subject area to be taught. Some junior colleges comply with the standards of the Southern Association of Colleges and Secondary Schools.

In the technical and vocational areas, there are special certification requirements stipulated by the Vocational Division of the Texas Education Agency. Contact The Coordinating Board, Texas College and University System, 201 East 14th Street, Austin, Texas 78711.

Utah: Utah has no statewide certification requirement for junior college instructors. A candidate must have the minimum of a master's degree in a transfer program or equivalent work experience plus a bachelor's degree in an occupational-vocational program. Contact the administrator of the Division of Teacher Personnel, Department of Public Instruction, Room 223, Salt Lake City, Utah 84114.

Vermont: Junior college instructors do not require certification in the state of Vermont. Minimum requirement for teachers is a master's degree in the subject field to be taught. Contact the commissioner, State Department of Education, Montpelier, Vermont 05602.

Virginia: This state does not have certification requirements for junior college instructors but it recommends, in its "Standards for Junior Colleges," that "the junior college teacher of academic subjects shall have at least the master's degree, or the equivalent in the field of his major instructional duties. Each instructor in . . . vocational-technical curriculums shall pos-

sess satisfactory vocational training, vocational experience, and personal qualifications for his specific work. The preparation of junior college faculty members shall include a broad general education and specialized study in a subject-matter area . . . Teachers in applied arts and sciences should have practical experience in their fields of instruction . . ."

Contact the director, Division of Teacher Education, State Board of Education, Richmond, Virginia 16.

Washington: Washington has no certification requirements for junior college instructors. Contact the assistant superintendent for community colleges and adult education, State Board of Education, Olympia, Washington 98501.

West Virginia: The minimum requirements for instruction as stated by some of the institutions are a bachelor's degree, three years' teaching experience and at least thirty-six hours of graduate or undergraduate work in the teaching field. Teachers with a master's degree will always be considered first for positions. Contact the secretary, West Virginia Board of Education, Executive Offices, Room W-403, Capitol Building, Charleston, West Virginia 25305.

Wisconsin: A master's degree in the subject-matter field is required in the junior colleges of Wisconsin. Contact the chancellor, University Center System, the University of Wisconsin, 602 State Street, Madison, Wisconsin 53706.

Wyoming: The state does not require the certification of junior college teachers. The minimum of a master's degree is required in the academic field. In the vocational-technical areas on-the-job experience is required. Contact the assistant state superintendent of Accreditation, Certification and Placement, Department of Education, Cheyenne, Wyoming.

I. Junior College Leadership Centers

CALIFORNIA

Dr. Lewis B. Mayhew
School of Education
Stanford University
Stanford, California

Dr. Leland L. Medsker
School of Education
University of California
4606 Tolman Hall
Berkeley, California

Dr. B. Lamar Johnson
School of Education
University of California
Los Angeles 24, California

FLORIDA

Dr. Raymond E. Schultz
Department of Higher Education
Florida State University
Tallahassee, Florida

Dr. Robert R. Wiegman
College of Education
The University of Florida
Gainesville, Florida

MICHIGAN

Dr. Sigurd Rislov
College of Education
Wayne State University
Detroit 2, Michigan

Dr. Max S. Smith, Director
Community College Cooperation
Kellogg Center
Michigan State University
East Lansing, Michigan

Dr. Raymond J. Young, Director
Junior and Community College
Administrative Institute
Center for the Study of Higher Education
University of Michigan
Ann Arbor, Michigan

TEXAS

Dr. C. C. Colvert
Professor and Consultant in Junior College
Education
University of Texas
Austin 12, Texas

NEW YORK

Dr. Walter E. Sindlinger, Director
Center for Community and Junior College
Administration
Teachers College
Columbia University
New York, New York

II. Other Universities Offering Junior College Education Programs

School of Education
Long Beach State College
6101 East Seventh Street
Long Beach 4, California

San Francisco State College
1600 Holloway Avenue
San Francisco 27, California

College of Education
Illinois State Normal University
Normal, Illinois

Junior College Program
Division of Education
San Jose State College
San Jose 14, California

Junior College Program and Relations
San Diego State College
San Diego 15, California

College of Education
University of Maryland
College Park, Maryland

Graduate School of Education
Yeshiva University
110 West 57th Street
New York, New York 10019

School of Education
University of the Pacific
Stockton, California

School of Education
University of Denver
Denver 10, Colorado

College of Education
University of Houston
Houston, Texas

College of Education
University of Missouri
Columbia, Missouri

School of Applied Arts and Sciences
Western Michigan University
Kalamazoo, Michigan

Industrial Education Curriculum
Education Building
Purdue University
West Lafayette, Indiana

Office of College Relations
University of Washington
103 Meany Hall
Seattle 5, Washington

Appalachian State Teachers College
Boone, North Carolina

Graduate School of Education
University of Chicago
Chicago, Illinois

Department of General Engineering
University of Illinois
Urbana, Illinois

Center for the Study of College Teaching
University of North Carolina
Chapel Hill, North Carolina

Pennsylvania State University
University Park, Pennsylvania

The University of Chicago
5801 South Ellis Avenue
Chicago 37, Illinois

The University of Tennessee
Cumberland Avenue
Knoxville 16, Tennessee

Southern Illinois University
Carbondale, Illinois

III. State Offices of Junior College Education

Consultant, Higher Education
State Department of Education
State Office Building
Montgomery, Alabama 36104

Dean, Division of Statewide Services
University of Alaska
College, Alaska 99735

Executive Director
Arizona State Board of Directors for
Junior Colleges
1624 West Adams, Room 201
Phoenix, Arizona 85007

Assistant Commissioner for Instructional
Services
State Department of Education
Little Rock, Arkansas 72201

Chief, Bureau of Junior College
General Education
State Department of Education
712 Capitol Avenue
Sacramento, California 95814

Director
Education Beyond the High School
State Department of Education
Denver, Colorado 80203

Executive Officer
State Board for Regional Community
Colleges
State Capitol
Hartford, Connecticut 06115

Administrative Assistant to the State
Superintendent
State Department of Public Instruction
Dover, Delaware 19901

Director
Division of Community Junior Colleges
State Department of Education
Tallahassee, Florida 32304

Director of Junior College Operations
University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30303

Vice-President for Community Colleges
Community College System
University of Hawaii
2327 Dole Street
Honolulu, Hawaii 96822

Superintendent of Public Instruction
State Department of Education
Boise, Idaho 83702

Secretary
Illinois Junior College Board
Springfield, Illinois

Superintendent of Public Instruction
Department of Public Instruction
Indianapolis, Indiana 46206

Director, Division of Junior Colleges
State Department of Education
Des Moines, Iowa 50319

Director
College Accreditation
State Department of Public Instruction
Topeka, Kansas 66601

Dean of Community College System
University of Kentucky
305 Euclid Avenue
Lexington, Kentucky 40506

Supervisor, Teacher Education
State Department of Education
Baton Rouge, Louisiana 70804

Deputy Commissioner
State Department of Education
Augusta, Maine 04330

Assistant Director in Certification and
Accreditation
State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

President, Board of Regional Community Colleges
Room 74
State House
Boston, Massachusetts 02133

Assistant Superintendent for General Education
State Department of Public Instruction
Lansing, Michigan 48902

Executive Director
Minnesota Junior College Board
555 Wabasha Street
St. Paul, Minnesota 55101

Supervisor of Junior Colleges
State Department of Education
Jackson, Mississippi 3920

Director, Junior College Education
State Department of Education
Jefferson Building
P.O. Box 480
Jefferson City, Missouri 65102

Superintendent of Public Instruction
State Department of Public Instruction
Helena, Montana 59601

Assistant Commissioner
Division of Instruction Services
State Department of Education
Lincoln, Nebraska 68509

Superintendent of Public Instruction
Carson City, Nevada

Executive Secretary
Coordinating Board of Advanced Education and Accreditation
State House Annex
Concord, New Hampshire 03301

Director, Community and Two-Year College Education
State Dept. of Education
175 West State Street
Trenton, New Jersey 08625

Executive Secretary
Board of Educational Finance
State Capitol Commission Building
Santa Fe, New Mexico 87501

Executive Dean for Two-Year Colleges
State University of New York
8 Thurlow Terrace
Albany, New York 12201

Director
Department of Community Colleges
State Board of Education
Raleigh, North Carolina 27602

Superintendent of Public Instruction
State Department of Public Instruction
Bismarck, North Dakota 58501

Director
Teacher Education and Certification
Department of Education
Columbus, Ohio 43215

Chancellor
State Regents for Higher Education
State Capitol
Oklahoma City, Oklahoma 73105

Assistant Superintendent
Division of Community Colleges
State Department of Education
308 Public Service Building
Salem, Oregon 97310

Director
Bureau of Community Colleges
State Department of Public Instruction
Box 411
Harrisburg, Pennsylvania 17126

Assistant Secretary
Superior Education Council
University of Puerto Rico
Rio Piedras, Puerto Rico

Commissioner
State Department of Education
Providence, Rhode Island 02908

Director
Teacher Education and Certification
State Department of Education
Columbia, South Carolina 29201

Superintendent of Public Instruction
State Department of Public Instruction
Pierre, South Dakota 57501

Executive Dean
Tennessee Community College Program
State Department of Education
Nashville, Tennessee 37219

Assistant Commissioner
Coordinating Board
Texas College and University System
201 East 14th Street
Austin, Texas 78711

Superintendent of Public Instruction
State Department of Public Instruction
Salt Lake City, Utah 84114

Commissioner of Education
State Department of Education
Montpelier, Vermont 05602

Director
Department of Community Colleges
Life Insurance Company of Virginia Building
911 East Broad Street
Richmond, Virginia 23219

Assistant State Superintendent for
Community Colleges & Adult Education
State Board of Education
Olympia, Washington 98591

Secretary
State Department of Education
Charleston, West Virginia 25304

Chancellor
University Center System
The University of Wisconsin
Madison, Wisconsin 53706

Superintendent of Public Instruction
State Department of Education
Cheyenne, Wyoming 82001

IV. Some National Professional Organizations

American Alumni Council
1707 N Street, N.W.
Washington, D. C. 20036

Adult Education Association
1225 19th Street, N.W.
Washington, D. C. 20036

American Association of Colleges for Teacher Education
1201 16th Street, N.W.
Washington, D. C. 20036

American Association of School Administrators
1201 16th Street, N.W.
Washington, D. C. 20036

American Association of University Professors
1785 Massachusetts Avenue, N.W.
Washington, D. C. 20036

The University Council for Educational Administration
65 South Oval Drive
Columbus, Ohio 43210

American College Public Relations Association
1785 Massachusetts Avenue, N.W.
Washington, D. C. 20036

Association for Higher Education
1201 16th Street, N.W.
Washington, D.C. 20036

National Association of Women Deans and Counselors
1201 16th Street, N.W.
Washington, D.C. 20036

American Association of University Women
2401 Virginia Avenue, N.W.
Washington, D. C. 20037

American Library Association
50 East Huron Street
Chicago, Illinois 60611

American Personnel and Guidance Association
1605 New Hampshire Avenue, N.W.
Washington, D. C. 20009

V. Placement Organizations

The Association for School, College and University Staffing
130 Sixth Street, N.W.
Atlanta, Georgia 30313

ASCUS encourages colleges, universities, regional and state associations to establish placement services. The *Directory of Membership* lists member institutions that offer placement services for teachers and administrators.

National Association of Teacher Agencies
620 Case Building
82 St. Paul Street
Rochester, New York 14604

This organization distributes a free list of agencies that have met the standards for membership and subscribe to the Code of Ethics of the Association.

VI. Retired Military Placement

Each branch of the military services maintains offices concerned with assisting retired personnel in locating employment. However, by Department of Defense policy, the United States Employment Service, together with its affiliated state employment services, has the main governmental responsibility for providing employment assistance for all persons being retired and discharged from the military services. Therefore, the point of reference for placement of retired military personnel in junior and community colleges should be the nearest state employment service office.

VII. Classified Advertising

Junior College Journal
American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D. C. 20036

Rates for classified ads are 25 cents per word, with a minimum charge of $5.00. Insertions must be sent six weeks prior to the first of the month you wish to have the ad appear.

In addition, classified advertising possibilities can be found in several of the commercial magazines in education, newspapers, and professional publications.

VIII. References on Junior Colleges

While there are many books, magazines and other materials in higher education that would be useful references for job seekers, there are two standard references that provide data on junior colleges. They are:

The Junior College Directory
American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D. C. 20036

Lists current enrollments, names of chief administrators, types of institutions, new colleges and other information. Price: $1.50.

American Junior Colleges
American Council on Education
1785 Massachusetts Avenue, N.W.
Washington, D. C. 20036

Contains detailed exhibits and other information on accredited and/or recognized two-year colleges. Price: $10. May be available in public or university libraries.

Junior College Journal
American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D. C. 20036

Covers latest developments in junior college education. Fifty cents per single copy/$4.00 yearly.

Administrators for America's Junior Colleges: Predictions of Need 1915-1980. Raymond E. Schultz. Throws new light on the problem of staffing junior colleges with well-qualified personnel, and suggests ways of solving this problem. Fifty cents.

Junior Colleges: 20 States. Covers developments in twenty key states. $2.00.

I would like to order the following:

___ Junior College Directory ($1.50)
___ Junior College Journal ---- Subscription ($4.00) ---- Latest issue (50 cents)
___ Junior Colleges: 20 States ($2.00)
___ Administrators for America's Junior Colleges (50 cents)

American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D. C. 20036